



Bluffton Elementary

160 H.E. McCracken Circle
Bluffton, SC 29910

Grades	PK-5 Elementary School	
Enrollment	1,096 Students	
Principal	Ms. Christine Wright	843-706-8500
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Good
2007	Average	Good
2006	Average	Good
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

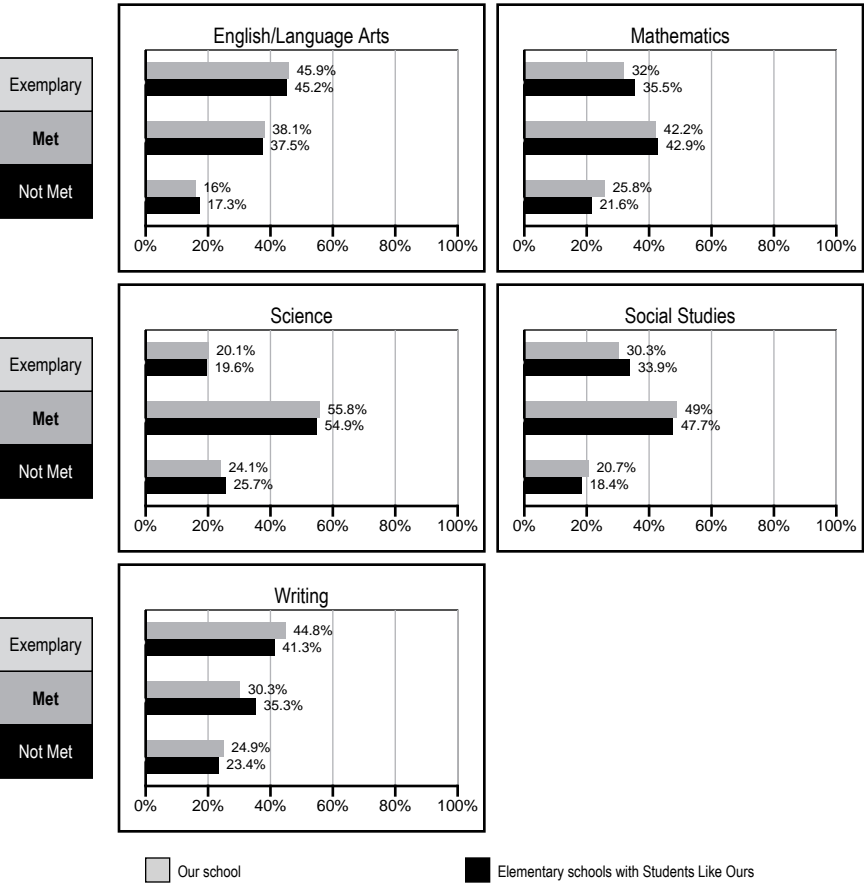
94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	36	35	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,096)				
First graders who attended full-day kindergarten	51.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.9%	Up from 1.8%	1.6%	1.9%
Attendance rate	96.7%	No Change	96.4%	96.3%
Eligible for gifted and talented	18.9%	Up from 18.3%	15.1%	10.0%
With disabilities other than speech	4.0%	Down from 4.1%	7.2%	7.7%
Older than usual for grade	0.6%	Up from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=79)				
Teachers with advanced degrees	39.2%	Down from 48.1%	61.5%	59.4%
Continuing contract teachers	57.0%	Up from 56.8%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 1.8%	0.0%	0.0%
Teachers returning from previous year	90.0%	Up from 86.6%	88.7%	85.9%
Teacher attendance rate	94.8%	Down from 95.3%	95.1%	95.1%
Average teacher salary*	\$44,858	Up 3.4%	\$48,408	\$47,149
Professional development days/teacher	16.9 days	Up from 11.7 days	11.4 days	11.1 days
School				
Principal's years at school	2.0	Up from 0.0	6.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 19.8 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.2%	Down from 91.1%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,257	Up 8.1%	\$6,983	\$7,458
Percent of expenditures for instruction**	76.5%	Up from 74.1%	68.9%	68.8%
Percent of expenditures for teacher salaries**	59.8%	Down from 70.9%	61.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008-2009 school year proved to be an exciting one. We received our test scores in the fall and did extremely well. Bluffton Elementary earned the Palmetto Silver Award for both academics and for "Closing the Gap." The MAP data throughout the year is encouraging for this year's PASS results. The MAP data shows that our students have had impressive growth from the fall scores to the winter scores, suggesting that this year's PASS results will be encouraging.

Many other wonderful things have been happening at Bluffton Elementary. We are awaiting the opening of a new Early Childhood Center that should be ready during the 2009-2010 school year. The building will house our Pre-K, Kindergarten, and first grade students. This new building means that we will be able to move our students from portables.

Bluffton Elementary (with mentor support from SCAD) has been approved to start next year with an animation program to help our struggling writers. This program will provide our students with the capability to illustrate their stories. For some students that find getting their thoughts on paper difficult, they will be able to draw them first, and then write what they see. In addition, animation expands our arts-infused status, by adding visual arts in with our performing arts program. The students who may not be performers will now have the opportunity to show their talents through animation.

And finally, because our attendance zone has been redrawn with the opening of another elementary school, we have reduced our student numbers for the upcoming school year.

We are excited about these and other improvements which will make 2009-2010 another great year.

Christine Brown (Wright), Principal
Missy Vogt, Assistant Principal

Phil Essman, SIC Chair
Brandi Lowe/Tonia Voegele, 2009/10 Co-Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	69	146	121
Percent satisfied with learning environment	94.1%	87.6%	84.0%
Percent satisfied with social and physical environment	95.7%	83.3%	90.8%
Percent satisfied with school-home relations	91.3%	88.4%	77.5%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 28 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.5%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	466	100	16	38.1	45.9	89.6	81.8	82.8	Yes	Yes
Gender										
Male	236	100	18	38.7	43.3	87.6	78.2	79.3	N/A	N/A
Female	230	100	14	37.4	48.6	91.6	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	232	100	9.5	33.8	56.8	93.7	92.4	89.5	Yes	Yes
African American	63	100	23.7	42.4	33.9	83.1	71.8	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	160	100	24.3	44.3	31.4	85	72.4	76.5	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	82.5	I/S	I/S
Disability Status										
Disabled	49	100	48.8	39	12.2	53.7	41.7	52	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	142	100	26.2	40.5	33.3	83.3	68.1	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	193	100	23.7	48	28.2	84.2	73.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	466	100	25.8	42.2	32	84.7	77.3	78.9	Yes	Yes
Gender										
Male	236	100	26.3	41.9	31.8	82	75.8	77	N/A	N/A
Female	230	100	25.2	42.5	32.2	87.4	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	232	100	17.1	42.3	40.5	91	89.8	87.2	Yes	Yes
African American	63	100	40.7	37.3	22	69.5	62.7	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	160	100	34.3	46.4	19.3	80	71	76	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	79.5	I/S	I/S
Disability Status										
Disabled	49	100	70.7	19.5	9.8	43.9	37.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	142	100	38.1	40.5	21.4	77.8	69.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	193	100	37.3	45.2	17.5	76.8	66.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	316	100	24.1	55.8	20.1	75.9	66.1	67.5
Gender								
Male	159	100	23.1	54.4	22.4	76.9	66.1	67
Female	157	100	25.2	57.1	17.7	74.8	66.1	68
Racial/Ethnic Group								
White	158	100	15.7	60.1	24.2	84.3	82.9	79.5
African American	43	100	34.1	39	26.8	65.9	48.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	109	100	34	56.4	9.6	66	54.2	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.4	71.2
Disability Status								
Disabled	34	100	N/AV	N/AV	N/AV	35.7	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	97	100	34.5	55.2	10.3	65.5	49.9	59.6
Socio-Economic Status								
Subsided meals	134	100	39	52	8.9	61	51.8	55.1

Social Studies

All Students	318	100	20.7	49.2	30.2	79.3	70.3	72.3
Gender								
Male	162	100	22.8	45.6	31.5	77.2	70	71.5
Female	156	100	18.5	52.7	28.8	81.5	70.6	73.2
Racial/Ethnic Group								
White	164	100	17.9	45.5	36.5	82.1	82.6	80.7
African American	42	100	23.1	51.3	25.6	76.9	58.2	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	104	100	26.1	54.3	19.6	73.9	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	33	100	48.3	37.9	13.8	51.7	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	94	100	26.2	51.2	22.6	73.8	56.2	67.9
Socio-Economic Status								
Subsided meals	131	100	29.8	52.9	17.4	70.2	58.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	465	99.8	24.9	30.3	44.8	75.1	68.6	70.2	96.7	96.4
Gender										
Male	236	99.6	31.1	29.7	39.3	68.9	61.3	63.2	96.6	96.3
Female	229	100	18.7	30.8	50.5	81.3	76.2	77.5	96.9	96.6
Racial/Ethnic Group										
White	234	99.6	16.1	30.9	52.9	83.9	82.7	79.1	96.7	96.4
African American	62	100	33.9	32.2	33.9	66.1	54.5	57.6	96.6	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.1	86.2	97.5	97.1
Hispanic	157	100	36.4	29.3	34.3	63.6	57.4	62.6	96.9	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70	68.7	93.6	96.3
Disability Status										
Disabled	47	100	61.9	35.7	2.4	38.1	23.8	26.1	96.1	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	139	100	39.4	29.9	30.7	60.6	53.1	61.2	97	96.6
Socio-Economic Status										
Subsidized meals	190	100	38.6	33	28.4	61.4	55.9	58.9	96.5	96.1

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	144	100	16.7	31.1	52.3	83.3
	4	168	100	17.8	41.4	40.8	82.2
	5	154	100	13.4	40.8	45.8	86.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	144	100	38.6	35.6	25.8	61.4
	4	168	100	15.9	47.1	36.9	84.1
	5	154	100	24.6	43	32.4	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	70	100	31.8	50	18.2	68.2
	4	168	100	21.7	59.2	19.1	78.3
	5	78	100	22.5	53.5	23.9	77.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	74	100	36.4	45.5	18.2	63.6
	4	168	100	12.7	52.2	35	87.3
	5	76	100	23.6	45.8	30.6	76.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	146	100	30.8	23.3	45.9	69.2
	4	166	100	25.3	32.9	41.8	74.7
	5	153	99.4	19	33.8	47.2	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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